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ABSTRACT

The commuter institute is one to which students commute. The two basic assumptions of this study are: (1) the Chicago Circle campus of the University of Illinois will remain a commuter institution during the decade ahead; and (2) the campus will increasingly serve a more heterogeneous student body. These assumptions have important implications for student services. This document sets up some broad parameters to establish a conceptual base for the various services, to explicate some goals, and to indicate certain improvements needed before attacking the question of organizational alignments. Part 1 deals with the content of the delivery system. Part 2 deals with the structural or organizational issues. (Author/KE)

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PART I

STUDENT SERVICES

PROGRAMS AND FUNCTIONS

A Report on the Administration of Selected Student and Campus Services

of the

University of Illinois at Chicago Circle

January 1975

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Robert P. Bentz
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HE 007 629

"The continued and rapid development of Chicago Circle into a top quality comprehensive university is one of the University of Illinois' highest priorities for this decade.

The University of Illinois is prepared to describe the major lines of development which would move this campus, as an integral part of the University of Illinois system, substantially forward toward achieving its goals.

The University of Illinois is not a loose federation of universities. . . It is a well coordinated and interdependent organization of campuses. . . Its role in the State as the standard of excellence and service. . . rests upon its organic wholeness.

The people of the State of Illinois have demanded first quality opportunities in higher education. The University of Illinois has a unique role in meeting that demand because it is the most comprehensive of the State's institutions of higher learning.

Student Services operating budgets are projected to increase at the same rate as total campus enrollment."

Excerpts, Scope and Mission, University of Illinois 1974-1980

"Linked directly to number 1 (development, presentation, and communication of knowledge), and so fundamental that one rarely states it explicitly--the basic criteria for every task undertaken by the campus should be excellence."

Excerpt, Interim Report by Vice President Munitz, Chicago Circle Administrative Study

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THE IDEAL LEARNING ENVIRONMENT

Introduction

Higher education should with research about the ideal learning environment. Among the many descriptions of the ideal learning environment are students discussions. Classes have a very important significance for student services. The classroom environment is one in which students comment. A basic assumption of this study was based on that the Strange Living College will submit a comprehensive curriculum during the second phase. This report considers of planning and design for both a far learning environment and the services of student services to be provided.

A second assumption is that the campus will incorporate newly a more heterogeneous student body. Heterogeneous in several ways. There will be a greater proportion of urban students, and of married students. There will be more part-time students and more upper division and graduate students. Students from rural, isolated and suburban high schools will continue, underrepresented in higher education are all likely to have increased proportional representation in Strange College's student body. It is further assumed that students will continue to come in the forthcoming with a diversity of preparedness for successful learning.

Within the context of the foregoing assumptions certain clear assumptions of a philosophical nature underlying the accommodations of this report:

1. Learning does not different should have the available of assistance of the instruction as a whole.

2. Services should be made consistently available to students in the learning which possible. Mandatory requirements defined by students as "red tape" should be kept to a minimum.

3. There should be maximum utilization of the knowledge available in the other institutions physical possible - to be maximum through a potential advantage of the other institutions.

4. Services should be designed to address of student the academic experiences and should assist students to adjust to and success in the academic environment.

5. Services should take cognizance of the living environment as social extensions of the undergraduate student body.

6. There is a necessity role in aiding in the personal development and social growth of students beyond the confines of the classroom and laboratory.

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School and College Relations

Liaison work with high schools and community colleges of the metropolitan area is of critical importance to the University for the maintenance of a good inflow of qualified new freshman and transfer students. There are over 300 public and private high schools and 23 community colleges in the six-county Chicago area. Thus, the task of relating is no small undertaking. A number of units on campus have launched "recruiting" efforts with varying degrees of sophistication, sometimes with little or no communication with the Office of School-College Relations. The lack of coordination has resulted in duplication of effort in some cases and in an otherwise incoherent and dysfunctional use of the campus' limited resources for such work. Given the abundance of sources for UICC students, there is ample opportunity for using all of the resources that campus units will give to this function. However, central guidance and coordination of the effort taking advantage of the full time staff and the expertise of the Office of School and College Relations and of other student services becomes especially important given the lowered demand for college education and constrained campus resources now being experienced. This applies to written communications as well as to person-to-person communications. In all recruiting endeavors, strenuous efforts to avoid dispensing misinformation and promises that cannot be delivered upon must be made.

Financial Aid professionals should play a more important role than they do currently in assisting new student recruitment. At a minimum they should periodically coach University representatives on basic financial aids information and developments. Financial Aid counselors should participate directly in liaison activities, whenever a particularly high yield is possible from their participation, such as when high school counselors come to campus for conferences or when recruiting teams visit where interest in financial aid is particularly high. Such involvement can be particularly useful during the present troubled economic period.

Career Exploration

The college years are but one segment of the student's personal development. It is all too easy for university faculty and staff to regard the student apart from his or her eventual transition to a career after college. But students are concerned about the career paths they will follow, as are their parents. Given the tightening job market and the troubled economy, ability to aid effectively students in reaching sound career decisions and realizing successful placement upon graduation has become a service of increasingly central importance in attracting students to the campus.

Career Counseling, Student Employment and Placement

The placement officer offers the strength of his or her close ties with employers and knowledge of the current state of the job marketplace. This professional's expertise in such realities can be quite useful to students in charting their curricular plans, but students' contacts with a placement officer have tended not to occur until shortly before graduation when it is

too late for any significant change in academic direction. Career counseling, on the other hand, is likely to be used earlier by students, but it tends to suffer in a converse manner through its isolation from career realities. Counselors will generally see little of employer representatives or others who might brief them on conditions of the job marketplace. The student employment office has potential for complementing objectives of both career counselors and placement officers, but it is so funded that it can be little more than an alternative source of financial aid at present.

The gap between the Student Counseling Service and the Office of Placement Services can be bridged partially by the use of joint appointments. The two offices should also share information, ideas and experience relevant to their closely related missions.

The Student Employment Office should work with this team by aiding students to explore careers before graduation. Student part-time and summer work during the undergraduate years can help, in addition to producing income, clarify career plans and provide experience and contacts in a chosen career field. The scope of the work of this office should be such that the office is able to provide assistance to students in finding career relevant work both on and off campus. In some cases formally defined internships might be arranged with employers and in cooperation with academic departments. A closer liaison with the Office of Placement Services also would be useful to Student Employment, since that office has extensive contacts with employers that could be very helpful in this effort. Closer ties with career counseling personnel must also be developed if career exploration and planning goals are to be fully realized.

Until now students have been moving from one of these three offices to the next at different times in their academic lives. There has been little effort by the University to relate one service to the next. The development of a triangular symbiotic relationship between these services should be given high priority.

Orientation and Alumni Relations Involvement

Two other functions, orientation and alumni relations, also can have an impact on the quality of career exploration services. Orientation enters first in the longitudinal progression of career related activities. The existance and functions of the three "careers assistance offices" should be made known to students during Orientation. The student may not be ready to make immediate use of these services, but there is no better time to make students aware of them.

The Office of Alumni Relations could assist by arranging for alumni to return to the campus to inform students about their work experiences and to tell of the nature and prospects of the occupational area in which they work. Not only could they add a valuable dimension that would benefit students, but an opportunity to serve in this manner (rather than through the more familiar mode of writing a check) would be likely to please them

and enhance their feelings of loyalty to the campus. Alumni also have value as a source of information about job opportunities, as the Office of Placement Services can attest. This could prove particularly valuable during adverse job market conditions such as now exist for students graduating from many study areas.

The Community as a Resource

Community involvement is an essential part of the mission of the Chicago Circle Campus. The rhetoric of the urban university is more likely to cite benefits to the community that arise from such involvement, but the potential for gain flows both ways. Community resources are without a doubt important assets of the urban campus which can be employed profitably. Yet to date, the student services have made relatively little use of resources provided by the various communities of Chicago in carrying out their missions.

Student Employment

Businesses and other agencies in Chicago are an inadequately tapped source of career related experience, as well as financial aid, for students. Students can do much to fulfill their financial needs through employment found by their own efforts, but too often they fail through their own efforts to obtain work that will aid them in clarifying their long-range career plans or to build experience of value for their career objectives.

Some work opportunities might advantageously be developed on a salaried and/or volunteer basis whereby students work for employers in small groups thereby acquiring a reference group type of experience that would enhance their personal development. The University of Maryland's Office of Commuter Affairs has had some encouraging experiences with volunteer agency work using this approach.

Community Services and Activities

The Chicago communities provide many services, such as physical and mental health services, that urban students may use but which residential rurally based campuses must either maintain themselves or do without. Commuter students in many instances use such neighborhood resources already, but possibilities for increased benefit from such opportunities should be explored. This could be coupled with increased efforts to involve students in working for neighborhood service agencies.

Cultural and entertainment opportunities of the communities should be explored and publicized, including procurring of college student discounts where possible. Cultural, social and entertainment activities built around the communities where students live merit serious exploration.

Activities and Programs

Chicago Circle's student body is far more heterogeneous than university student bodies have been traditionally and is composed of many ethnic, cultural, economic and political groups. Campus activities and programs, as well as other student services areas, should be responsive to the various needs of these groups. The existence of the Office of Foreign Student Affairs symbolizes the recognition that has long existed of special activities, programming and other needs of foreign students. More recently other units, such as the Educational Assistance Program, have included attention to activities and programming needs of the groups they serve as part of their efforts. Other nontraditional groups, such as older than average students, have been given little attention. As the campus moves into extended day programs, evening students will quickly emerge as another group - or collection of groups - whose activity and programming needs require examination in the context of services available in the community.

Activities and programming staff should actively seek out information on group needs and respond to them, rather than to assume that such information and ideas for action will find their way to them. Busy commuter students may not take time to lobby for desired extracurricular activities and yet may benefit from them in significant numbers if such activities are established pursuant to staff initiative.

Recreation Cooperation

Greater coordination and cooperation between intramural sports, student organization recreational programs and the structured and unstructured recreation programs of the Chicago Circle Center would be desirable. Since resources are limited, there is need to avoid duplication while at the same time insuring the broadest possible program of recreational activities. Students have indicated a desire for improved and expanded recreational opportunities. The opportunities for personal development, both physically and socially, through such activities deserve renewed and broad-guaged consideration.

Campus Physical Environment

While few would argue, in theory at least, that institutional resources should be orchestrated to achieve an educational environment that will contribute optimally to the student learning process, physical environment is a part of the educational environment that is likely to be slighted. The physical elements of the campus, such as parking, commuter space, food service and the bookstore deserve serious attention as part of this campus' total service mission. The commuting student, even though his time may be constrained by part-time employment commitments, has need for physical services and facilities that are abundant, convenient, economical and that otherwise tend to make his or her time on campus as pleasant and hassle-free as possible.

One example of physical environment concern is that more options and greater variety in campus food service operations are needed. Another is that

better coordination is needed between faculty and the CCC Bookstore, and the Bookstore needs to have a wider offering of supplemental reading material available for sale. Class scheduling, including final exam scheduling needs better coordination. Security and lighting programs are in need of expansion. The latter are critical if the extended day is to become a successful reality. Commuter space must be made warm and inviting.

Staff Training, Development and Communications

There has been far less communication between academic staff members of the various student services offices than could be carried on beneficially, and both academic and nonacademic staff training and development have been lacking and in many cases nonexistent. Beneficial interdepartmental efforts can and should be instituted to aid in remedying these deficiencies which impede realization of student service goals.

Nonacademic Staff

Regardless of what other efforts may be carried on by student services, much of the informational, referral and other student assistance rendered on this campus will continue to be given by receptionists, secretaries and other nonacademic personnel. These staff members receive little or no systematic instruction in providing such student assistance or even in handling interpersonal relationships with students generally. Student service offices generally do impart with at least reasonable success information relating to the specialized functions of their own particular office to their nonacademic personnel. They should continue this. However, a centrally coordinated training program should be developed for nonacademic personnel to provide background on the student services mission, general information about the campus with particular reference to that which is relevant to making accurate referrals, and instruction in interpersonal skills. In some respects this training would be similar to that which is needed for orientation leaders, and parallel approaches might be utilized.

Academic and Professional Staff

An interdepartmental professional development program should be established for academic staff in student services. This program should include attention to history, philosophy, and current issues of higher education, exploration of the functions and problems of individual student service units, and training in interpersonal skills. Retreats, workshops, seminars and guest lecturers might be features of this program.

An ongoing program should be established to provide interdepartmental communications and exchange of ideas on problems and programs of multi-departmental interest involving the student services area. Some of the efforts carried on under this would involve primarily the student service directors, as was done at the two Hull-House meetings held during this study, but other sessions should be made available to a broader spectrum of student services professionals. Retreats, half-day conferences and brown bag lunches are examples of approaches that could characterize this program. A Communications Committee along the lines used at the University of Texas at Austin,

where each Student Affairs director was asked to appoint a representative other than himself for membership, dedicated to the purpose of bringing about better awareness of what is going on throughout the student service area and of facilitating communication between the members would be another promising device. The communications and ideas exchange program described here would overlap with the training and development program described above and should be handled in close coordination with that effort.

Research and Evaluation

Heads of student service offices, like other university administrators, should expect to be held accountable for the use of resources allocated to them. This means that they should be willing and able to address the question of whether the functions they perform and the service outputs they achieve are worth the funds allocated to them.

Research

The first question of accountability must be what are the appropriate goals of the various offices which, in turn, raises need for a variety of information about students if goals are to be responsive to students. To obtain this, it is recommended that a centrally conducted research effort be established to achieve a systematic and continuous flow of studies of SIUC's student population, its needs, desires, demographic features and other information pertaining to student service goal objectives. The person heading this effort would not necessarily perform the research directly. The expertise and other resources of units such as the Office of Campus Planning, the Student Counseling Service or the Survey Research Laboratory might more appropriately be used for this. However, this person would have responsibility for initiating these studies and of ensuring, in consultation with student service units, that the nature of research efforts would be as profitable as possible in terms of the informational needs of student service units.

Evaluation

A crucial test of accountability is whether goals set are being achieved. Data measuring the quantity and quality of service performance and of outputs resulting from service should be identified and systematically collected. While this kind of measurement and evaluation should be primarily the responsibility of each service office, a central resource person should be designated who would encourage and assist units in doing this on a consultative basis. This central person could quite logically be the same person named to be responsible for the research efforts described above.

Student and campus services at the University of Illinois at Chicago should meet the same standards of excellence of the University as a whole. Improving present services so that they meet those standards is not enough; they are more responsive to the needs of urban commuter students will have a major impact on the campus' ability to attract and maintain students. Furthermore, campus and student services can do much to supplement and broaden the educational experience of commuter students just as work is critical to human the academic commuter of residential universities.

In working to aid new students in their transition from secondary schools to the University, it is recommended that there be better coordination in the provision of available off-campus experience to high school and pre-college student groups. Campus professionals have witnessed an increasing interest in this area should be serviced more systematically in the future.

A high quality program of orientation for new freshmen and in-for transfer students should be provided. Better coordination is needed to prepare pre-fall services orientation activities and all advising by colleges offices. Orientation services should be available throughout a student's first year but at this beginning and orientation should be available to be better able to make a student aware the University.

Better orientation and advising will impact the improvement of students' academic attainment and survival. Likewise, improvements in testing, advising and career counseling would result in students making by more informed academic choices. The advising needs of freshmen, transfers and adult students are of particular concern and may best be addressed through some form of specialized advising system.

These career related services, Career Counseling, Student Employment and Placement, need closer coordination and expansion of the campus to better facilitate informed career choices as well as academic choices that pertain to career goals of students. It is recommended that a) the Career Counseling Service and the Office of Placement Services work to bring the even better their closely related efforts. The Student Employment Office should function as a part of this team to foster career exploration of students during their college years. The assistance of this office should be sought to help inform students about the realities of the job world. Alumni can also serve as a valuable source of information regarding job opportunities.

The Chicago community offers many often overlooked opportunities for co-learning academic academic experiences. Businesses and other organizations could be used better as sources of career related opportunities for students. Finally, students should be encouraged through exemptions or academic credit to participate in programs to avail themselves of the many cultural and entertainment opportunities of Chicago.

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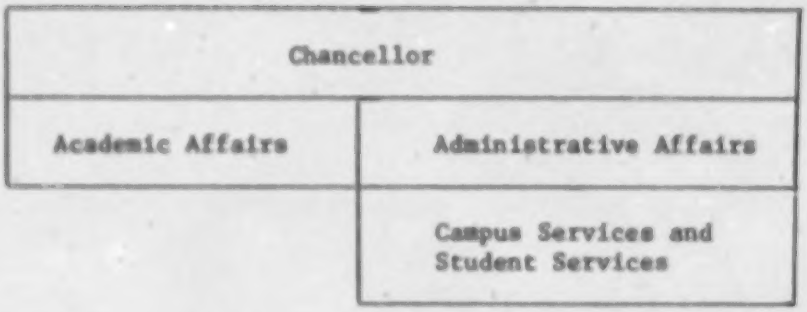
MODEL III



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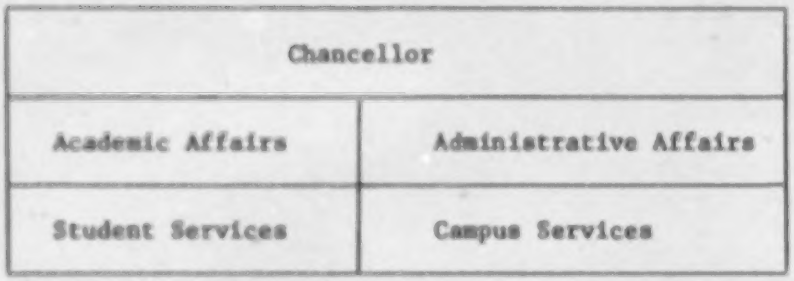

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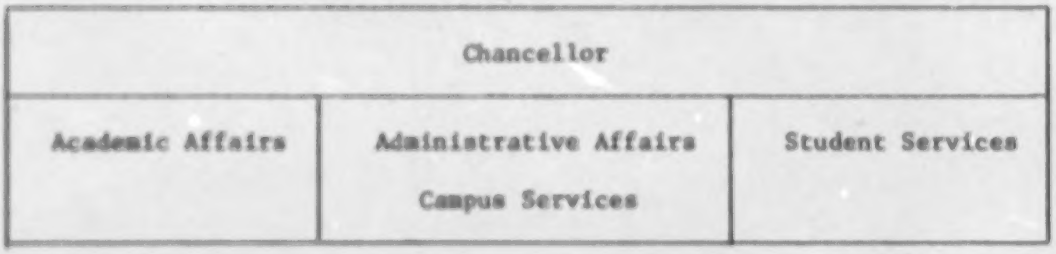
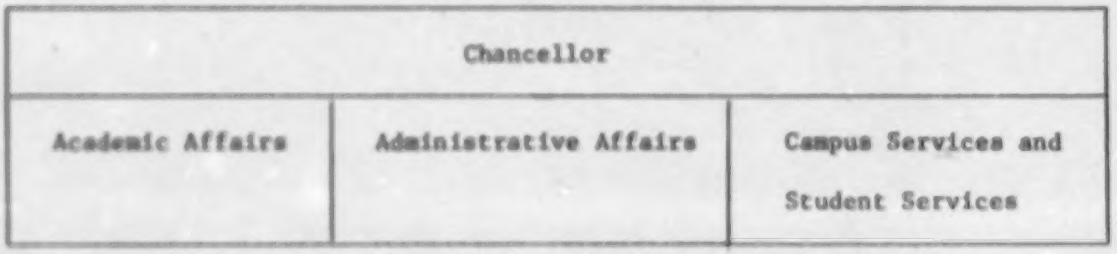


MODEL VI



Model I assumes the Chancellor will personally supervise and coordinate campus services and student services.

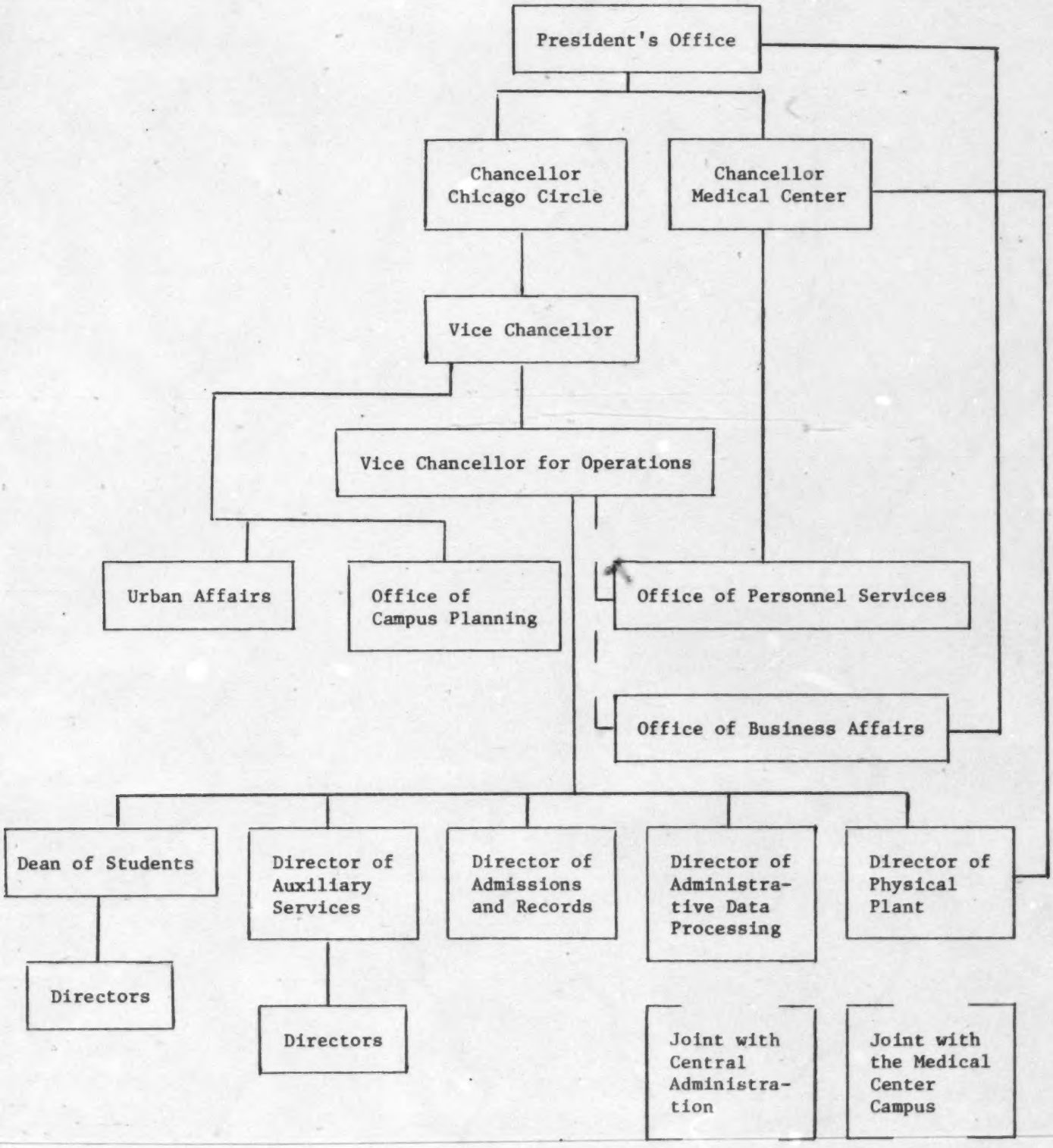
Model II places campus services and student services under the Vice Chancellor for Academic Affairs. Model III shifts the responsibility for campus services and student services to the Administrative Affairs Vice Chancellor.

Model IV splits student services and campus services between the Vice Chancellors. Model V envisions either a three Vice Chancellor structure or two Vice Chancellors plus a third person with a different title who would report directly to the Chancellor. Model VI calls for three second level executives also, but with a different alignment, namely Academic Affairs, Administrative Affairs (or some other appropriate classification) and Campus Services and Student Services.

Any of the models presented can be made to operate satisfactorily, depending on circumstances, personalities involved, and predelections of the new Chancellor. However, the model should be chosen with due consideration for the previously mentioned perspectives of students, staff, budgets, and span of control.

THE CHIEF CAMPUS AND STUDENT SERVICES OFFICER

Responsibility for campus and student services is delegated presently to the Vice Chancellor. The structure of the Office of the Vice Chancellor is shown below. There are four directors and one dean who report to this office and who have a "line" relationship to the campus administration. In addition, there are two directors who have a "staff" relationship to campus administration. The Director of the Office of Business Affairs reports to Central Administration. The Director of the Office of Personnel Services reports to the Chancellor's Office at the Medical Center. A number of other campus directors report to the Vice Chancellor through intermediate officers, namely through the Dean of Students and through the Director of Auxiliary Services.


President's Office
Chancellor Chicago Circle
Chancellor Medical Center
Vice Chancellor
Vice Chancellor for Operations
Urban Affairs
Office of Campus Planning
Office of Personnel Services
Office of Business Affairs
Dean of Students
Director of Auxiliary Services
Director of Admissions and Records
Director of Administrative Data Processing
Director of Physical Plant
Directors
Directors
Joint with Central Administration
Joint with the Medical Center Campus

The adequacy of the above organization should be assessed in terms of the functional interrelationships described and recommendations contained in the Part I Report as well as the foregoing analysis. While many variations of organizational assignment are conceivable, the approach has been to develop recommendations with particular attention to their compatibility with programmic and functional recommendations endorsed in Part I of this report.

RECOMMENDATIONS OF THE PART I REPORT

"Staff" Functions

Students and staff involved in the Part I Study identified the need for more effective communications as the highest priority concern in the area of campus and student services. A centralized approach to coordination of communication efforts is needed. No central office presently is exercising a review responsibility in the area of written communications to the immediate constituencies (staff, students and prospective students). No one beyond the director level is making judgments about duplication of effort or as to the efficacy of the several approaches. It is recommended that a person in a Vice Chancellor's Office be assigned specific responsibility for coordinating and developing a more effective communications effort. This function can be carried out without expanding the administrative staff. Certain direct costs such as printing and mailing of additional publications cannot be covered by existing resources.

The Part I Report identified important "staff" functions in need of better coordination. One such recommendation was that nonacademic employees be made more sensitive to the needs and concerns of students. Presumably this is a problem that can be resolved through appropriate training and follow-up. An ongoing training program should be established beginning with key employees in each office. All new employees in selected employee classifications should be given similar training. The emphasis for such training should be on interpersonal skills and on dealing with students. The instructional staff could be drawn from the professional staff in the student services area and experienced nonacademic staff members. Students themselves could aid with the instruction. Since there exists a training section in the Personnel Services Office, that is the logical unit to assume responsibility for coordiating this function.

A problem that plagues all professional people is obsolescence. People in educational institutions are just as susceptible to this as those in other agencies of society. New efforts are needed to foster and facilitate development and communication of student services professionals.

It is recommended that a person in a Vice Chancellor's Office be assigned responsibility for developing and coordinating an ongoing program of activities that address this need. Certain of these activities probably will require added resources, but the overall coordination should be possible without staff expansion.

Finally a matter of continuing concern to virtually every unit of the University is that of knowing better the characteristics of the students served by the institution. A centrally coordinated research effort needs to be legitimized. Certain parts of this capability already exist. The Office of Campus Planning has a staff and can make available certain kinds of data and prepare reports for specific purposes. The University Office of School and College Relations conducts some research and prepares summaries of selected data. The Survey Research Laboratory has the capability and expertise to augment the others when called upon to do so. A number of administrative units conduct their own research to meet their special needs for information. What is lacking is a person or an office to which the responsibility and authority are delegated to provide focus and coordination to the several independent activities. Such a person could also coordinate and assist units with studies that evaluate their service performance.

It is recommended that a person in a Vice Chancellor's Office be assigned specific responsibility to provide the needed coordination. This responsibility can be assumed without expanding the administrative staff - at least at the outset. Direct costs for any research not now being conducted cannot, however, be covered by the present budget of the Chancellor's Office. The costs of initiating or continuing University programs or activities that are not needed or not desired can be such that a small additional investment in research which helps to avoid such costs may prove to be money well spent.

Transition Functions

The Part I Report identified articulation and student recruitment as a part of the continuum extending through orientation activities conducted for the new student. Articulation is presently handled both by the Associate Chancellor and the Director of Admissions. Student recruitment and high school and college visitations are managed by an Associate Director in the Office of Admissions and Records. Colleges and departments occasionally mount their own independent programs designed to increase interest and enrollments in specific curricula. The Educational Assistance Program is responsible for a major student recruiting activity designed to increase the enrollment of minority students. The Office of Auxiliary Services is responsible for conducting on-campus group tours which often consist of people interested in attending the University. Orientation and Financial Aid are managed by the Office of Student Affairs. The University needs to coordinate better the transition function. No one person or even a single office presently is assigned responsibility for overall coordination of these several activities.

It is recommended that a person in a Vice Chancellor's Office or under a Vice Chancellor's jurisdiction be delegated responsibility for coordinating these several activities. This responsibility can be assumed without expanding the administrative staff. However, if transition services are to be improved or expanded, the direct costs of such expansion (e.g., expanded orientation activities) will represent increased expenditures.

It is further recommended that the orientation activity be specifically highlighted by the creation or designation of an office responsible for that activity. This designation can be accomplished without professional staff expansion at the outset. However, direct costs of an expanded year-round orientation program cannot be covered by the resources presently available.

Personal Development Functions

Activities such as personal counseling, health services, student discipline, academic advising for undeclared majors, student employment, career guidance and placement have been characterized as personal development functions. These activities are the primary mechanism by which universities facilitate students' personal development beyond actual classroom instruction and direct contact with faculty. Counseling is presently supervised by the Office of Student Affairs as is Student Employment, Health, Discipline and Placement. Academic advising for undeclared majors is a responsibility of college offices. The University needs to improve these several services. The University needs to do a better job of coordinating these functions as parts of a rational whole.

It is recommended that a person in a Vice Chancellor's Office or under the jurisdiction of a Vice Chancellor be assigned responsibility for coordinating the above personal development functions. This designation can be accomplished without professional staff expansion at the outset with one exception. It is recommended that a small pilot program be initiated to provide academic advising to a sample or small group of undeclared majors. The professional leadership for such a pilot effort might well be obtained by transferring a person from one of the academic units. Other direct costs such as for a team of student advisors will also have to be covered by new resources.

Personal Enrichment Functions

Students and staff contacted during this study commented on the need for more enrichment types of activities. They noted that students have interest in and can benefit from special programming assistance. Small groups can be encouraged to participate in off campus recreation. Special interest groups can benefit from resources present in the metropolitan community if professional assistance is made available. No campus activity can be made more responsive to students demand if professional program assistance is also more readily available. The University should provide a personal enrichment capability that is more responsive to students' needs - one which is uniquely tailored to the urban environment.

It is recommended that a person in a Vice Chancellor's office or in each of a Vice Chancellor's jurisdictions be assigned responsibilities for assisting the personal development function. The specific suggestions can be accomplished without administrative staff expansion. It would be necessary, however, to expand the professional staff by at least one person to provide the necessary focus and leadership for these activities. Additional direct costs associated with an expanded thrust will tend to be met from new resources.

Recommendations of the Task Force Report

This section of the report deals with several organizational decisions related specifically to the Chancellor's charge. Not every point is to be mentioned. Judgments have been made without recourse to detailed or in depth analysis. This research effort, including the supporting "field work," was designed to generate a persons of basic considerations among identifiable functions. As charge, therefore, the following recommendations provide a general rationale which might be suggested to further detailed study before change is implemented.

A. Some Specific Organizational Proposals

1. The Office of Admissions and Records should not be merged into one entity. This research effort did not produce any overriding rationale to support such a decision. Space considerations and staff economies both would be to negatively affected by such a split. The natural tension between articulation, student recruitment and administration are fairly obvious. There is an even breaking point - either from the standpoint of prospective students at or at high school and community college personnel. There is to a flow of activities that must complete beginning at this initial contact and concluding with admission of a program student to the institution.

   There is also a natural tie between the admission and records functions. Again, there is a flow of activities between the two. Student records are initiated within the admissions section. Registrations and grades are maintained within the Records Section. As students "drop out" and return, there is a constant flow of records back to the admissions section. As an institution the size of the University of Illinois at Chicago Circle, paperwork associated with student records is complex to say expensive. The separation of these functions organizationally - as based in the University of Illinois at Chicago Circle context - will probably lead to decreased efficiency and poorer service to students at increased cost.

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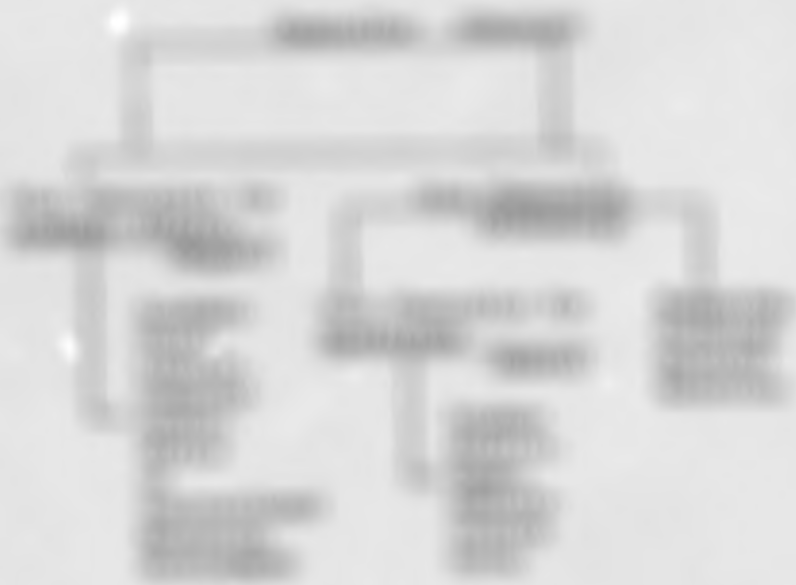

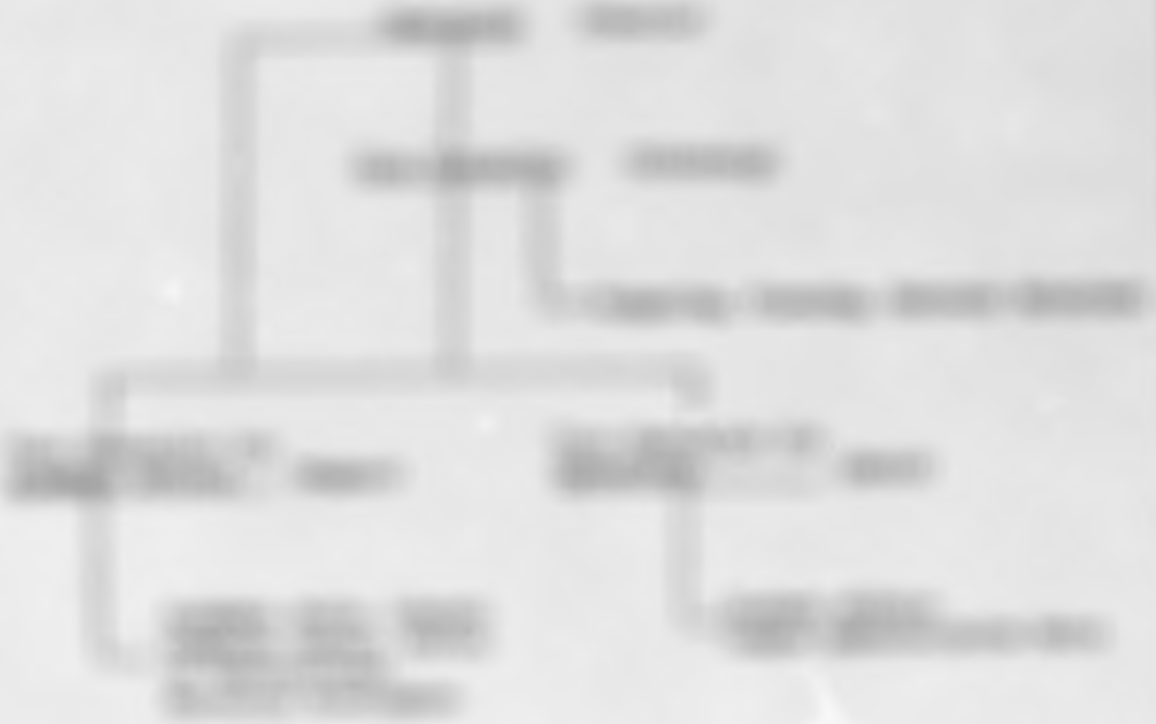

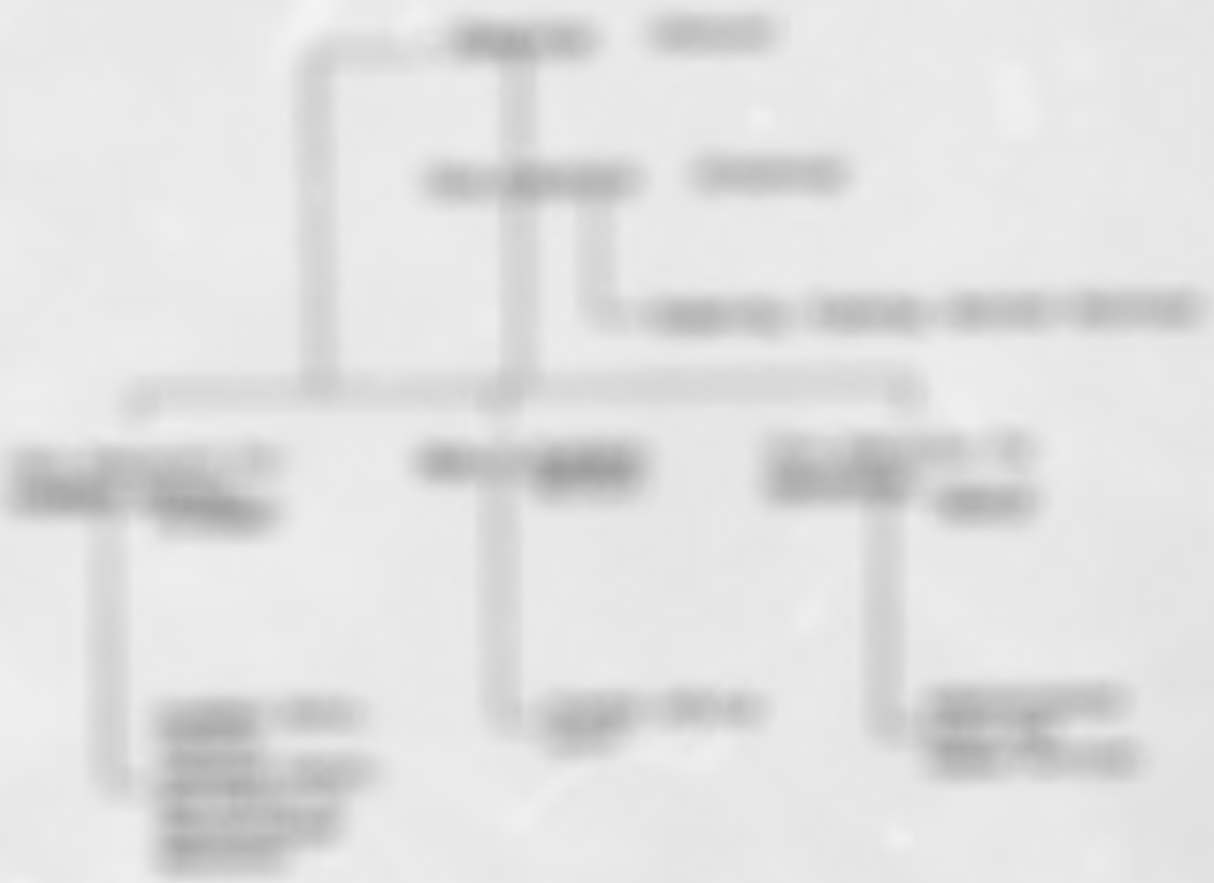

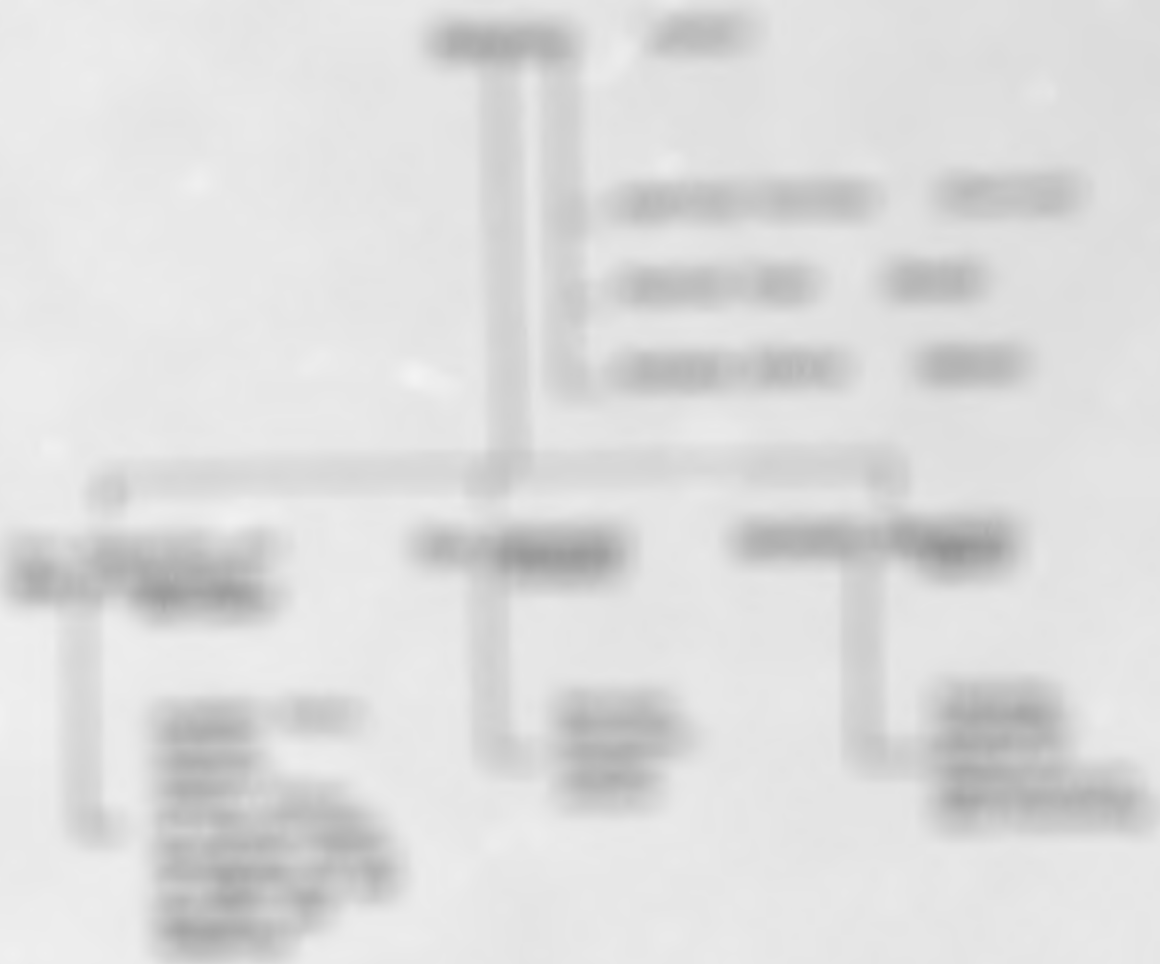

APPENDIX E

LINE RELATIONSHIPS OF SELECTED CAMPUS EXECUTIVE OFFICERS, FY 1969